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High School RTI[2] – Supplements to Implementation Checklist

⇒ **Checklist Activity:** RTI[2] Leadership Team Meeting #1
⇒ **Suggested Timeline:** February 2016
⇒ **Resource:** Meeting Outcomes, Sample Agenda, and Supporting Documents
⇒ **Contact for Support:** Jerre Maynor, Director of Student Readiness, Jerre.Maynor@tn.gov

RTI[2] Leadership Team Meeting #1: *Organizing and Preparing for Implementation*

Meeting Outcomes
   ✓ The RTI[2] Leadership Team (RLT) will create and commit to common language for the purpose, goals, and beliefs about RTI[2]
   ✓ The RLT will create and agree on norms and roles for RLT meetings
   ✓ The RLT will discuss and make decisions on the Master Schedule for RTI[2]
   ✓ The RLT will plan and prepare for an All Staff Meeting for RTI[2]
   ✓ The RLT will assign action steps in preparation for RLT Meeting #2

TOPIC	PROPOSED PROCESS	RESOURCES
Discussion & Norming: What is RTI[2]? The Why of RTI[2]	☐ Create a vision statement for implementation (beliefs & goals) ☐ Discuss how RTI[2] connects to your school's current mission and goals	⇒ **Sample Talking Points** (included)
Norms and Roles for RTI[2] Leadership Team	☐ Calendar meetings through end of school year ☐ Establish roles and meeting norms ☐ Assess current status of implementation	⇒ **Implementation Guide (IG): Section 1.2** pp. 24-44 (District/School level teams)
Discuss Master Schedule options	☐ Use data (e.g. 9th grade EOC scores) to make a rough estimate of how many students will need Tier II or Tier III (significantly below grade level in math and reading) ☐ Determine best time of day and structure for Tier II and III interventions ☐ Discuss pros and cons of different schedule choices thinking of the impact on **all** students	⇒ **IG: Appendix A:** Schedules ⇒ **IG: 1.3 Universal Screening Procedures** pp. 63-65
Action Steps – Preparation for RLT Meeting #2	☐ Research intervention options ☐ Research survey level assessments ☐ Research progress monitoring tools ☐ Prepare for all-staff meeting to introduce RTI[2]	⇒ **IG: Appendix D,** p. 284 ⇒ **IG: Component 4,** p. 176

The Why

"As educators, we should provide every student the type of education we would want for our own child." (Buffum et al, 2012, p. 6).

⇒ *Have staff members reflect on their practice with the above quote in mind.*

As educators, the stakes of our work are incredibly high. For students who do not finish high school, we know that, with rare exceptions, they will face an existence defined by poverty, dependence, and few opportunities for socio-economic advancement. For students who do graduate, we know that a high school diploma alone only slightly improves their circumstances.

> For Tennessee high school graduates in the class of 2014, the average income of those who went straight into the workforce was around $9,000 per year.

We believe that all of our graduates should leave high school ready for postsecondary training, education, or certification. We are all here because we believe that all of our students can achieve at high levels and we are committed to proving it.

While we may not be able to control where they are when they get to us, we are responsible for what students learn and achieve while they are with us. To help all students achieve at high levels, we will be implementing a model to provide timely, targeted, and systematic interventions for all students based on their specific needs. This framework is called Response to Instruction and Intervention, or RTI[2].

The What

More than anything else, RTI[2] is a problem-solving methodology to help us identify how we can support student learning and growth at every level. Successful implementation of RTI[2] will mean that every student in our building will be getting targeted supports to increase their college and career readiness. For students who enter high school with deep skill deficits in reading or math, research-based interventions will be implemented and monitored to address those deficits. Students who have basic skills but need content-based remediation will receive structured supports for content mastery. Students who are learning at a high level without the need for intervention or remediation will have opportunities to enrich their learning through additional coursework or activities such as ACT preparation, early postsecondary coursework, and career-based activities *(Note: Make these specific to what you can or intend to offer)*.

⇒ *Key Takeaway:* **RTI[2] is for every student and every student can benefit from RTI[2].**